

Sample Classroom Visitation Feedback Form

Visitor	Burkins						
Teacher	Wilson	Date	4-13-06	Time In	10:30	Time Out	11:00
Lesson	Guided Reading		Writer's Workshop	X	Working With Words		
	Shared Reading		Independent Reading		Read Aloud		
	Other						
What the students were doing				What the teacher was doing			
<p>Sitting on the rug, participating in the minilesson.</p> <p>Moved to tables and self-selected work areas around the room.</p> <p>Writing on self-selected topics.</p> <p>Moved back to rug to share work.</p>				<p>Presenting minilesson on what to do when you want to know how to spell a word.</p> <p>Circulating and conferences with students about their writing.</p> <p>Keeping anecdotal records.</p> <p>Facilitating sharing.</p>			
Students: 16 + 2 (2 re-entered classroom from ESOL class at 10:40)				Texts: NA			

Impact on Learning and Instructional Considerations: David, you do much to encourage the independence of your students while also giving them the support they need to succeed. For example, you supported your students with their verbal rehearsal before they began writing. You also supported them as they changed one-word responses into complete sentences. I don't know if you realize it, but your responses are sophisticated and grounded in some strong research. Perhaps we have spoken about this before; you consistently repeat and expand on what students are saying.

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I saw a lot of independent behaviors from your students when they were trying to spell words in their independent writing. You reviewed classroom procedures for dealing with words they didn't know, and you directed them to those procedures if they tried to get you to spell a word for them. They seem familiar with ways to use the tools in the classroom. Julio demonstrated this when he went to get the life cycle chart to use it to spell "motorcycle." You are teaching skills and strategies rather than just giving your students finite information. This puts them in a position to teach themselves.

How are you connecting components of your writer's workshop? You might consider tying your conferences to the minilesson, thus reinforcing your students' use of the strategies demonstrated in the minilesson. However, the fact that your students didn't seem to need much support with ending punctuation in their independent writing may be an indication that they understood the minilesson well enough to apply the information. I think that you might "nudge" them to take their writing a little deeper by expanding their conversations before they begin to write. I'm not sure how practical this is in an ESOL setting. However, it might be worth experimenting with.